

Waterloo Elementary

10457 Hwy. 221 South
Waterloo, South Carolina 29384

Grades	PK-5 Elementary School	
Enrollment	343 Students	
Principal	Sherry E. Abrams	864-677-4670
Superintendent	Edgar C. Taylor, Ed.D.	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	67	36	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Good	Yes
2005	Good	Below Average	Yes
2006	Average	Unsatisfactory	Yes

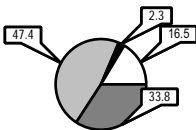
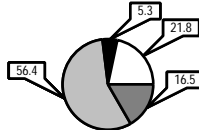
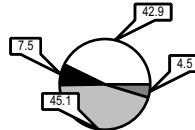
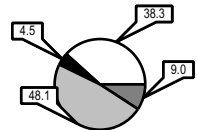
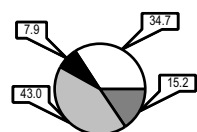
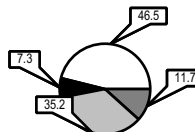
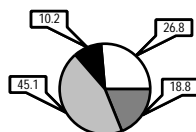
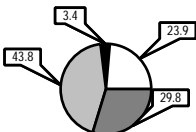
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	143	97.9	14.6	48.5	34.6	2.3	53.1	Yes	Yes
Gender									
Male	78	96.2	18.8	50.7	27.5	2.9	46.4	N/A	N/A
Female	65	100.0	9.8	45.9	42.6	1.6	60.7	N/A	N/A
Racial/Ethnic Group									
White	106	98.1	12.4	47.4	37.1	3.1	57.7	Yes	Yes
African American	34	100.0	22.6	48.4	29.0	0.0	38.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	121	97.5	11.7	48.6	36.9	2.7	55.9	N/A	N/A
Disabled	22	100.0	31.6	47.4	21.1	0.0	36.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	97.9	14.6	48.5	34.6	2.3	53.1	N/A	N/A
English Proficiency									
Limited English Proficient	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	140	98.6	14.8	47.7	35.2	2.3	53.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	105	98.1	18.3	45.2	35.5	1.1	49.5	Yes	Yes
Full-pay meals	38	97.4	5.4	56.8	32.4	5.4	62.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	142	99.3	20.6	57.3	16.8	5.3	37.4	Yes	Yes
Gender									
Male	77	98.7	18.6	55.7	20.0	5.7	42.9	N/A	N/A
Female	65	100.0	23.0	59.0	13.1	4.9	31.1	N/A	N/A
Racial/Ethnic Group									
White	106	99.1	13.3	63.3	17.3	6.1	41.8	Yes	Yes
African American	34	100.0	45.2	38.7	12.9	3.2	22.6	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	120	99.2	17.0	58.9	18.8	5.4	39.3	N/A	N/A
Disabled	22	100.0	42.1	47.4	5.3	5.3	26.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	142	99.3	20.6	57.3	16.8	5.3	37.4	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	140	99.3	20.9	57.4	16.3	5.4	37.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	104	99.0	23.7	60.2	14.0	2.2	33.3	Yes	Yes
Full-pay meals	38	100.0	13.2	50.0	23.7	13.2	47.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	142	98.6	41.5	46.2	4.6	7.7	12.3
Gender							
Male	77	98.7	35.7	50.0	5.7	8.6	14.3
Female	65	98.5	48.3	41.7	3.3	6.7	10.0
Racial/Ethnic Group							
White	106	98.1	35.1	50.5	6.2	8.2	14.4
African American	34	100.0	61.3	32.3	0.0	6.5	6.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	120	98.3	36.9	50.5	5.4	7.2	12.6
Disabled	22	100.0	68.4	21.1	0.0	10.5	10.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	142	98.6	41.5	46.2	4.6	7.7	12.3
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	140	98.6	41.4	46.1	4.7	7.8	12.5
Socio-Economic Status							
Subsidized meals	104	99.0	43.0	50.5	4.3	2.2	6.5
Full-pay meals	38	97.4	37.8	35.1	5.4	21.6	27.0

Social Studies							
All Students	142	98.6	36.9	49.2	9.2	4.6	13.8
Gender							
Male	77	98.7	38.6	45.7	8.6	7.1	15.7
Female	65	98.5	35.0	53.3	10.0	1.7	11.7
Racial/Ethnic Group							
White	106	98.1	37.1	47.4	10.3	5.2	15.5
African American	34	100.0	35.5	54.8	6.5	3.2	9.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	120	98.3	34.2	51.4	9.9	4.5	14.4
Disabled	22	100.0	52.6	36.8	5.3	5.3	10.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	142	98.6	36.9	49.2	9.2	4.6	13.8
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	140	98.6	36.7	49.2	9.4	4.7	14.1
Socio-Economic Status							
Subsidized meals	104	99.0	41.9	49.5	6.5	2.2	8.6
Full-pay meals	38	97.4	24.3	48.6	16.2	10.8	27.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	43	100.0	10.3	38.5	46.2	5.1	51.3
	4	28	100.0	0.0	56.0	44.0	0.0	44.0
	5	47	100.0	4.8	50.0	45.2	0.0	45.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	62	100.0	15.8	42.1	40.4	1.8	42.1
	4	50	94.0	22.2	48.9	24.4	4.4	28.9
	5	31	100.0	0.0	60.7	39.3	0.0	39.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	43	100.0	10.3	69.2	15.4	5.1	20.5
	4	28	100.0	12.0	56.0	28.0	4.0	32.0
	5	47	100.0	16.7	52.4	19.0	11.9	31.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	62	100.0	22.8	64.9	12.3	0.0	12.3
	4	49	98.0	28.3	47.8	17.4	6.5	23.9
	5	31	100.0	3.6	57.1	25.0	14.3	39.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	43	100.0	33.3	43.6	20.5	2.6	23.1
	4	28	100.0	20.0	44.0	24.0	12.0	36.0
	5	47	100.0	45.2	33.3	7.1	14.3	21.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	62	100.0	54.4	42.1	1.8	1.8	3.5
	4	49	98.0	45.7	39.1	6.5	8.7	15.2
	5	31	96.8	7.4	66.7	7.4	18.5	25.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	43	100.0	10.3	59.0	17.9	12.8	30.8
	4	28	100.0	20.0	56.0	20.0	4.0	24.0
	5	47	100.0	45.2	35.7	14.3	4.8	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	62	100.0	29.8	64.9	5.3	0.0	5.3
	4	49	98.0	60.9	26.1	8.7	4.3	13.0
	5	31	96.8	11.1	55.6	18.5	14.8	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 343)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.1%	Down from 7.6%	3.6%	2.8%
Attendance rate	96.6%	Up from 95.5%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	4.0%	No change	8.3%	10.4%
On academic plans	36.3%	N/AV	40.7%	33.6%
On academic probation	0.0%	N/AV	0.5%	1.0%
With disabilities other than speech	3.2%	Down from 5.5%	8.5%	7.5%
Older than usual for grade	2.3%	Up from 1.7%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	15.8%	Down from 22.2%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.5%	Up from 75.6%	87.2%	87.3%
Teacher attendance rate	94.4%	Down from 95.3%	95.1%	94.9%
Average teacher salary	\$37,699	Up 6.0%	\$42,226	\$42,485
Prof. development days/teacher	18.2 days	Up from 13.2 days	13.3 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.9 to 1	18.1 to 1	18.6 to 1
Prime instructional time	89.4%	Down from 90.0%	89.8%	89.7%
Dollars spent per pupil*	\$5,190	Down 1.7%	\$6,680	\$6,557
Percent of expenditures for teacher salaries*	56.1%	Down from 58.3%	63.8%	64.0%
Percent of expenditures for instruction*	60.5%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Waterloo Elementary School has just completed its fifth year of existence. While still experiencing growing pains, Waterloo is lighting the way for a better future for students and place of hope and pride for the community. Three years in a row, the Education Oversight Committee has recognized Waterloo as a leader in closing the achievement gap amongst all ethnic, gender, and socio-economic groups in our community.

Again this year, teachers participated in a yearlong South Carolina Reading Initiative class lead by Waterloo's literacy coach. The class explored research-driven methods of teaching and collaboration with the teachers and students. This allowed for students to take ownership of their education by allowing them to set goals in core subject areas. This procedure developed a sense of community among teachers as ideas, challenges, and successes were shared in a non-threatening environment. This year will see another class initiated with the focus on writing workshops in the classrooms. These are designed to work with our established reading workshops to ensure the development of all of our young readers and authors.

Teachers will continue to use the South Carolina state standards in all the academic core areas to drive their planning, while the Measures of Academic Progress assessments, The Observation Survey, and teacher-made assessments will help them in setting goals with their students and to ensure the results of these valuable tools drive instruction. Inquiry and critical thinking will begin to take a larger role in the development of our curriculum. Diversity, respect, innovation, community, state, national, and global issues will become major themes throughout the school year so that each student has the optimum opportunity to become a self-realized, contributing citizen of our ever-changing society.

While as a school Waterloo is still relatively new, our goals and aspirations for students, faculty, and community continue to mature. Through all the ways listed above and all those that will take shape during the 2006-07 school year, Waterloo Elementary will always strive to be an agent for thought exploration, a catalyst for change where deemed necessary, and a risk-free, nurturing environment for the community, and more importantly for the students.

The student body continues to respond to the needs of others through service projects like March of Dimes, American Heart Association, Alzheimer's Association, Diabetes Association, Samaritan's Purse, and American Cancer Society. Our PTO provides monetary incentives for perfect attendance and sponsors community events throughout the year.

Sherry E. Abrams, Principal
Linda Whelchel, Chairman SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	31	20
Percent satisfied with learning environment	100.0%	96.8%	95.0%
Percent satisfied with social and physical environment	100.0%	90.3%	90.0%
Percent satisfied with school-home relations	100.0%	100.0%	89.5%

*Only students at the highest elementary school grade level at this school and their parents were included.